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Excerpts from Remarks<sup>1/</sup>

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The number one problem in the economic rehabilitation of Europe is maximum development, through modernization and use of scientific agriculture, of the Continent's food production and distribution machinery. A hundred years ago, because of the great abundance of farm and peasant labor, Europe was ahead of the United States in the efficiency of its agriculture. Today the reverse is true, something that is recognized by world agricultural observers everywhere. Now, because of the great developments in science in relation to agriculture, including the use of mechanical power and farm machinery in farm operations, the whole world is looking to us for agricultural leadership. Since the war agriculturists from many countries have come here. All have been impressed by the accomplishments of American farmers during the war years and since. They express amazement at our farmers producing, during the war years, 32 percent more food and fiber products, with 10 percent less labor, on 10 percent less acreage than they did before the war. After our friends from abroad look into the facts behind these records, and see how the educational programs of the land-grant colleges and the Department of Agriculture are geared in closely with our research and farmer participation in agricultural programs, they ask: "How can we develop this type of educational approach to help in the solution of our problems?" The basic answer, of course, lies in the fact that education in the United States has taken an important step ahead of Europe, whose educational pattern we inherited. The truth is that, for many generations, leadership in educational development was in Europe. Leadership there was generally accepted by our institutions of higher learning. Probably the only outstanding American contribution to the progress of education to date is the development of the American land-grant college system, under which teaching and research are combined and made available to the public for the common good. During the war Britain and a few countries that experienced real agricultural progress, recognized the value of the extension-type of teaching by sending observers to study our Extension Service here. President John Hannah, of Michigan State College, on his return from Europe this fall, reported that the first attempt on the Continent at setting up an educational system on the American land-grant college principle, was now being made at the ancient University of Giessen in Germany. The school will train students primarily in agriculture, home economics, and veterinary medicine, representing a radical departure from the European educational tradition.

<sup>1/</sup> Before the Extension Luncheon, Association of Land-Grant Colleges and Universities, at the Raleigh Hotel, Washington, D. C., November 10, 1948

The contribution which the land-grant colleges have made, and which be considered a historic step forward in the progress of education, is in the interpretation given the word education. Until the land-grant college system and the Cooperative Extension Service came along, education had usually been thought of as a situation consisting of textbook, pupil, and teacher relationship. But in extension work it was recognized that the educational processes go on, even with people who may be illiterate. Agricultural extension teaching represented the first process of education that used informal methods rather than the pupil-textbook-schoolroom approach. The significant points about extension programs are, first, that the program is developed around the problems and needs of individuals or a community; and, secondly, that it uses informal rather than formal procedures.

Within the past year and a half also there have been several developments that have given our people a chance to see at first hand the need of extension work in Europe and other parts of the world. For instance, the Food and Agriculture Organization has had four agricultural missions, one to Greece, one to Poland, one to Siam, and one to Venezuela. Our Government, through the State Department and the Office of Foreign Agricultural Relations, has joined four different countries in agricultural missions. One of these was to China, another to the Philippines, and one each to Panama and Colombia. The reports of these missions emphasized the need for extension work as an important part in applying technology directed at prevailing problems and in line with the cultural setting among the respective people.

In the summer of 1947 a number of Iowa farmers were urged by Mr. Allan Kline, then president of the Iowa Farm Bureau, to make a trip to Germany and other parts of Europe for a first-hand study of agricultural needs. Mr. Kline, who is now president of the American Farm Bureau Federation, has always taken a keen interest in international matters as these affect the welfare of farmers here in the United States. The group of farmers we inspired to visit Germany in 1947 without exception returned saying that what Germany needed was an effective extension program. A similar group of leaders who went there this past summer, reiterated the recommendation.

Again, the farm women who attended the first postwar meeting of the Association of Country Women of the World, held at Amsterdam, Holland, September 8 to 13, 1947, said: "What European agriculture needs is co-operation in agricultural and home economics programs among the rural people of Europe." Similar opinions were expressed by some of the young 4-H Club people who went to Europe this past summer under the International Youth Exchange project. All groups, however, have reported a common difficulty. They say that when they talk about education to officials in foreign lands, they immediately find it hard to explain the difference between extension work and education in the classrooms. It is necessary to point out to them that the formal type of education, with the teacher-student relationship, and extension education, which is nonclassroom education, are two entirely different systems. It is not until the leaders of other countries see this relationship between the constantly developing

new body of technology on the one hand, and its application in practice by people taking part in extension programs, that they are likely to see greater food sufficiency and higher standards of living throughout the world.

For the past few years there has been in existence the International Federation of Agricultural Producers. On it are represented all our general farm organizations and our agricultural cooperatives. Those who have attended these international meetings report an increasing recognition by leaders of European producer groups of the need for a sound extension educational system in Europe.

Just recently Mr. Ray Ogg, who is giving his full time to international farm matters for the American Farm Bureau Federation, has returned from abroad. He had conferences with European farm organization leaders and government officials with whom he discussed the need for extension work in their countries and found them enthusiastically in favor of developing extension services there. Mr. Ogg also talked the matter over with Economic Cooperation Administration officials and urged them to assist participating countries in developing Extension Services. I have been informed that a number of foreign delegates coming to the fourth world-wide FAO meeting, which goes into session here in Washington next Monday, will want to learn considerably about our extension system while they are here. It is possible that the subject may be discussed at the FAO meeting itself.

If agricultural leaders from the European countries are becoming convinced that this field is one of the important needs for rehabilitation, I would be hopeful that the Economic Cooperation Administration would be receptive to the idea should requests come to them from cooperating countries for the use of funds in training extension personnel. No finer and more lasting contribution could be made to the cause of peace and progress in the world.

